



# ARTS1301.211 Art Appreciation HYBRID

Course Syllabus: Spring 2020

*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	9-11	1-3	10-3	9-11		anytime

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** A general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

**Prerequisite(s):** None

**Student Learning Outcomes:**

Upon successful completion of this course, students will:

1. Apply art terminology as it specifically relates to works of art.
2. Demonstrate knowledge of art elements and principles of design.
3. Differentiate between the processes and materials used in the production of various works of art.
4. Critically interpret and evaluate works of art.
5. Demonstrate an understanding of the impact of arts on culture.

**Evaluation/Grading Policy:**

all assignments/assessments are worth 100 points.

Assignments/Assessments

▪ Written critique of art – face-to-face – 100 points
▪ Connect SmartBook - online
▪ Hands-on projects – face-to-face
▪ Connect Post-tests and discussions - online
▪ Discussions
▪ Connect Art Analysis Activities - online

**Hands-on projects are worth 100 points each**

1. Non-representational drawings (2 each) with dry and wet mediums
2. Draw a still life from observation with dry mediums
3. Create a watercolor mandala
4. Create digital art in Adobe Photoshop
5. Create a clay pinch pot
6. Paint with acrylics

Grade percentages and a letter grade are visible in your Blackboard Grade Center. Grade percentages are calculated as follows:

Connect SmartBook is 10%

Connect Post-tests are 20%

Connect Art Analysis Activities are 20%

Hands-on projects are 20%

Written critique is 15%

Discussions are 15%

**F2F** - Grades for hands-on projects will be posted to the Blackboard Grade center within one week of due date.

**Online** - Grades for SmartBook, Art Analysis Activities, and post-tests in Connect will be visible as soon as you complete & submit your work. You will see a total score in your MyGrades as soon as you have completed the assignment, and detailed feedback after the due date.

To study for post-tests and Art Analysis Activities, review (recharge) using the eBook, the Power Point presentations, and watch chapter videos provided in each chapter link. Use the enrichment links, if provided, to learn more about certain topics. Discussions will be graded by the embedded rubric within seven days of the due date. Written feedback to your discussion posts will be posted in Blackboard in your My Grades. Click on the comment bubble to read the instructor's feedback.

No late work is accepted. If you do not come to class, you get a zero on that hands-on project.

Midterm grade will be a letter grade posted in the grade center based on grades from the graded assignments completed as of the ninth week of the course, unless the instructor tells you otherwise in class.

In your grade center, you will see a running percentage that changes as your assignments grades are entered. A zero is entered in your assignment grade column in Blackboard if you do not complete the assignment before the due date and time. Again, no late work is accepted.

For your final grade, you will receive a letter grade in the Student Portal. This list shows how letter grades are calculated:

A – 90 to 100 percent

B – 80 to 89 percent

C – 70 to 70 percent

D – 60 to 69 percent

F – less than 60 percent

If you are a dual credit student, you will receive a letter grade and a grade percentage.

**Required Instructional Materials:**

Mark Getlein. **Living with Art & McGraw-Hill** with Connect, 12th ed

**Publisher:** New York, NY: McGraw-Hill Higher Education, 2020

**ISBN Number:** 9781259916755 (hardcover) or 9781260363890 (loose-leaf edition)

This textbook is available to you online as an eBook via Inclusive Access. You have already paid for it in your tuition. If you want a printed copy, the ISBN numbers are listed above. This book is available at the NTCC bookstore.

**Optional Instructional Materials:** You will use Connect via McGraw Hill to access your assignments. If you have issues with Connect, go to the Start Here folder and follow the directions in the link called McGraw-Hill Connect Registration and eBook Help. Click on the folder for very helpful information about Connect. This course participates in the Inclusive Access program provided by the NTCC bookstore. You have already paid for access to your eBook and online course materials with your tuition and fees. The instructions inside this Start Course Here folder will help you register for these materials and give you guidelines on how best to use these resources. Register with Connect immediately. The majority of your coursework is in Connect, so it is very important to register as soon as this class opens.

**Minimum Technology Requirements:** You must have access to a computer and internet to take this course. Lack of either of these requirements are not an excuse for missing due dates. Your computer needs to have Windows XP SP3 or later or MAC OS X10.3 or higher. You will need high-speed internet access. You can check your operating system by right clicking on the My Computer icon on the home screen. If you do not have access to a computer or internet access with the minimum computer requirements, I strongly suggest that you reconsider taking this online course. You must have access to Power Point to view some chapter resources in Blackboard. Computers and internet access are available in the NTCC computer lab located in the Learning Commons.

**Required Computer Literacy Skills:** Blackboard Learning Management System, Microsoft word processing skills, email skills

**Course Structure and Overview:**

This is a 16-week hybrid class with 50% of the class face-to-face and 50% online. This course is a flipped course which means students engage with learn materials outside of class (online) to prepare for an active learning experience in the classroom (face-to-face or F2F). This class meets face-to-face (F2F) once a week on Tuesday from 930 until 1050. During this face-to-face class period, you will learn via lecture and hands-on assignments. Assignments and due dates are listed in the course schedule/calendar in the START HERE folder. Please review your assignments in advance, so that you will be prepared.

**Initial discussion posts are due by Wednesday at midnight, and the responses to your classmates are due by Sunday at midnight.** Your discussions are graded using a rubric that is embedded in the discussion board. You must use MS Word to compose your discussion threads/posts, check your word count, check grammar and spelling, then copy and paste your discussion into the tread. Do not attach a document or a pdf in the discussion board. You can download a free version of MS Word at the Student Resources technical Support tab in Blackboard. It is important that you participate in a respectful manner.

Near the end of the semester, every student will **complete a course evaluation** for each course you are enrolled in for the semester. The results of this survey are anonymous, but the feedback is valuable to future students and the instructor. You will receive reminders to complete these surveys until you have completed them. **You must also send the instructor proof of completion.** The instructor will only see

that you have completed the survey, but will not see your comments or other feedback. Some topics covered in the evaluation are what aspects of the class contributed most to your learning, the syllabus, and the grading system. More information and information on how to complete the course evaluations and submit proof of completion on the Home Page.

The class calendar with important due dates is in the syllabus. Students must submit assignments, including exams and discussions before the stated due date/time. No late work is accepted. You can find the Connect SmartBook assignments in Blackboard in each chapter with a SB icon to the left of the screen. Complete each chapter SmartBook until you get a score of 100. Post-tests and Art Analysis Activities for each chapter will test your knowledge of the subject matter and are calculated in your grade. Pre-tests are optional and are not calculated in your grade, but they are very helpful in learning the subject matter. I suggest you complete the pre-tests to help you with the exams. There is an important folder inside the Start Course Here folder called McGraw-Hill Connect Registration and eBook Help; use the links inside the folder to understand how to use SmartBook and other Connect assignments.

### **Communications:**

**Email communications must be from NTCC email; this is the official communication at NTCC. You must access your email daily through the Eagle portal.** When emailing me, please include your student ID number, first and last name as you are enrolled in the course, and what course you are in (this course is ARTS1301.211 Art Appreciation HYBRID).

You will receive daily email reminders for assignments that are due. The instructor will leave written feedback to your discussion posts in your Blackboard grade center. Announcements will be sent from the instructor via Blackboard.

**Turnaround time for email responses is within 24 hours.** Email is the best way to get hold of me. My email is [dstrong@ntcc.edu](mailto:dstrong@ntcc.edu). When emailing me, please include your student ID number, first and last name as you are enrolled in the course, and what course you are in (this course is ARTS1301.211 Art Appreciation Hybrid).

### **Institutional/Course Policy:**

1. You must complete online assignments promptly and before the due date. No late work is accepted.
2. You must do the weekly assignments in the following order: Click on the Quick Link to the left in Blackboard and go to each week. Complete all of the SmartBook assignment until you get a grade of 100. Watch any chapter videos, review the chapter Power Point, complete the OPTIONAL pre-test, complete the Art Analysis Activities, and complete the post-test. Complete any discussion threads. Take any assigned exams.
3. You must read all Blackboard announcements as they are posted. An easy way to make sure you see all announcements is to have school emails sent to your phone. See the Start Course Here folder for instructions to set email up on your phone.
4. You must check NTCC email and Blackboard announcements daily.
5. You must monitor your grades in Blackboard and contact me if you have any questions. Turnaround time for email responses is within 24 hours. Email is the best way to get hold of me. My email is [dstrong@ntcc.edu](mailto:dstrong@ntcc.edu). When emailing me, please include your student ID number, first and last name as you are enrolled in the course, and what course you are in (this course is ARTS1301.082 Art Appreciation).
6. Withdrawal Policy: You must complete the short syllabus acknowledgment quiz on Day One in Blackboard. Failure to complete the syllabus acknowledgment quiz may result in you being dropped from the class. You will receive daily email reminders until you complete the syllabus acknowledgment quiz. Once you have submitted the syllabus acknowledgment quiz, you are considered in attendance for census. If you stop attending the course (i.e., stop submitting assignments) without withdrawing, you will still

receive a grade, whether passing or failing. It is your responsibility to drop a course or withdraw from the college. **The final day to withdraw with a grade of “W” is Thursday, April 9, 2020.**

7. Attendance Policy: The **online** portion of the class requires consistent engagement. All of your activity, including the links that you access and the amount of time spent on each activity, is tracked through Blackboard. You should plan to log on every day and participate fully in the course. Failure to participate in course activities and tests, complete required readings, and turn in work will lower your course grade or cause you to fail this course. For the **face-to-face** portion of the class, you must attend class each Tuesday from 930-1050 during the semester. You must be seated and ready to begin class at 930. Attendance will be taken. If you are tardy or leave early three times, that is equal to one absence. More than two absences are detrimental to your final grade, and more than four absences will result in a drop from the course or a failing grade. You must be punctual and attend class regularly. Each time you miss a face-to-face class, you miss a hands-on project or a visit to the Whatley to view an art exhibit.

8. Day One is the day this course is open to students. On that first day of class, you must register with Connect to access your eBook for this course, One Day One, you must read the syllabus and complete the syllabus acknowledgment quiz. On Day One, you must enter the Start Course Here folder in Blackboard and familiarize yourself with the course. On Day One, you should post your initial introduction thread (due by Wednesday at midnight).

9. Register with Connect immediately. The majority of your coursework is in Connect, so it is very important to register as soon as this class opens. If you specifically have issues in Connect, you must open a ticket with Connect before contacting the instructor. See the Start Course Here folder for more information in the folder called McGraw-Hill Connect Registration and eBook Help.

#### **NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

#### **ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

#### **Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a

request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):**

Assignment Due Dates for Spring 2020 ARTS1301.211 TR Art Appreciation HYBRID

Course dates 1/21/2020 through 5/14/2020

50% face-to-face and 50% online

All weekly online Connect assignments are due by 11:59 p.m. on Sunday of that week. All discussion initial threads must be posted by Wednesday at midnight with responses to your classmates posted by Sunday at midnight. You may work ahead, as long as you are doing the assignments in order.

Face-to-face (F2F) class meets every Tuesday in HUM126 (art lab) from 930am to 1050am. Hand-on projects are usually due in that same class period. Be in your seat with textbook (you can access it on a laptop, tablet, or phone, or you may have a hard copy), notebook, and a writing utensil at 930 am.

Day One - **BEFORE** the first face-to-face (F2F) class on 1/21/2020, you must read everything in the Start Here folder; register your Connect access code; submit the syllabus acknowledgment, AND introduce yourself online.

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|----------|--|
| Week 1 – | <b>online</b> -Ch 1 SmartBook, Art Analysis Activities & post-test. Discussion 1.<br><b>F2F</b> – 1/21/2020 introduce yourself face-to-face, discuss syllabus, calendar, and Connect.                        |
| Week 2 – | <b>online</b> - Ch 2 SmartBook, Art Analysis Activities, & post-test<br><b>F2F</b> – 1/28/2020 non-representational drawing with dry media   |
| Week 3 – | <b>online</b> - Ch 3 SmartBook , Art Analysis Activities, & post-test<br><b>F2F</b> – 2/4/2020 non-representational drawing with wet media   |
| Week 4 – | <b>online</b> - Ch 4 SmartBook, Art Analysis Activities, & post-test<br><b>F2F</b> – 2/11/2020 themes of art bumper sticker exercise. Visit Gary Perrone art exhibit in Whatley. Reception is at 1230 today. |
| Week 5 – | <b>online</b> – Ch 5 SmartBook, Art Analysis Activities, & post-test<br><b>F2F</b> – 2/18/2020 groups create design elements posters   |
| Week 6 – | <b>online</b> – Ch 6 SmartBook, Art Analysis Activities, & post-test<br><b>F2F</b> – 2/25/2020 groups create design principles posters   |
| Week 7 – | <b>online</b> – Ch 7 SmartBook, Art Analysis Activities & post-test. Discussion 2.   |

**F2F** – 3/3/2020 still life drawing

Week 8 – **online** – Ch 8 SmartBook, Art Analysis Activities, & post-test. Discussion 3.  
**F2F** – 3/10/2020 watercolor mandala

Week 9 – **online** – Ch 9 SmartBook, Art Analysis Activities, & post-test  
**F2F** – 3/17/2020 complete watercolor mandala or other projects. Visit Mount Pleasant Art Society show in the Whatley foyer.

Week 10 – **online** – Ch 10 SmartBook, Art Analysis Activities, and post-test  
**F2F** – 3/24/2020 Photoshop digital project

Week 11 – **online** – Ch 11 SmartBook, Art Analysis Activities, and post-test  
**F2F** – 3/31/2020 complete Photoshop digital project

Week 12 – **online** – Ch 12 SmartBook and Art Analysis Activities  
**F2F** – 4/7/2020 paint a color wheel with acrylics. Visit Student Art Show in the Whatley foyer.

Week 13 – **online** – Ch 13 SmartBook, Art Analysis Activities, and post-test  
**F2F** – 4/14/2020 begin clay project (pinch pot)

Week 14 - **online** – Ch 23 SmartBook, Art Analysis Activities, and post-test  
**F2F** – 4/21/2020 finish clay project

Week 15 – **online** – review Chapter 3  
**F2F** – 4/28/2020 critique and sharing of portfolio of all hands-on projects

Week 16 - **online** – review Chapter 4  
**F2F** – 5/5/2020 written critique of an assigned work of art

#### Notable College Dates

First Class Day (16-week, 1 <sup>st</sup> 8-week, 1 <sup>st</sup> 5-week sessions)	Tuesday, January 21
Late Registration Ends	Friday, January 24
Final Day to Withdraw with Grade of “W” (1 <sup>st</sup> 8-Week)	Tuesday, March 3
Deadline for Spring Graduation Application	Friday, March 6
Spring Break	Monday-Friday, March 16-20
First Class Day (2 <sup>nd</sup> 8-week session)	Monday, March 23
First Class Day (3 <sup>rd</sup> 5-week session)	Monday, April 6

Final Day to Withdraw with Grade of “W” (16-week)	Thursday, April 9
Final Day to Withdraw with Grade of “W” (2nd 8-Week)	Thursday, April 30
Last Class Day (16-week)	Thursday, May 7
Final Examinations	Friday, May 8 - Thursday, May 14
Spring Graduation	9:00 a.m. & 11:00 a.m., Saturday, May 16

## **Appendix A**

### Discussion Instructions and Rubrics

#### **Discussion 1 Introductions and Rubric**

Your introduction and responses are a graded assignment. Please follow the directions as posted. **Your original post/thread must be posted by midnight at Wednesday of the first week.**

Pay attention to grammar and usage in addition to addressing your response clearly from the outset, so that the reader knows what you are discussing. Address your classmate by name. I suggest you type your discussions in MS Word BEFORE posting to the discussion board. You can download a free version of MS Word in the Student Resources Technical Support tab here in Blackboard. Check your word count BEFORE creating a thread or replying to your classmates. Answer the introduction prompt thoroughly and have the minimum word count to earn full points for this discussion assignment.

Do not attach a pdf or Word document; you must create a thread within the discussion board. Click on the link in the discussion board in Blackboard to enter the discussion board and **CREATE A THREAD**. Introduce yourself to the class using **only one** of the following methods (**the original thread must be posted by Wednesday**):

1. Describe your most prized possession, and give the reasons for your choice. Explain how the possession relates to your personality.
2. What is the funniest, or strangest, thing that has ever happened to you? Explain the circumstances and your feelings before, during, and after the event.
3. How has your culture influenced you to be the person you are today? What events, or people, played significant roles in your life and why?
4. What is your favorite book? Briefly describe it, and explain how it has influenced you and your life.

Once you have created a thread and posted your introduction that you checked in MS Word, you must read and comment on at least **three** of your classmates' post. This opportunity allows us to get to know each other better.

#### **RUBRIC FOR GRADING DISCUSSION #1 (Introductions) 100 points**

Your original post should be a minimum of 250 words and use one of the methods listed above (50 points). Your original post should be posted **by Wednesday at midnight of the first week** in order to give you time to respond to three of your classmates.



After you post your initial thread, you must respond to **three** of your classmates. Each peer response should be a minimum of 150 words (50 points total).

### USEFUL RESOURCES

How to access Student Resources Technical Support for a free download of MS

Word [https://blackboard.ntcc.edu/webapps/portal/execute/tabs/tabAction?tabId= 14\\_1&tab\\_group\\_id = 15\\_1](https://blackboard.ntcc.edu/webapps/portal/execute/tabs/tabAction?tabId=14_1&tab_group_id=15_1)

How to use word count in MS Word <https://support.office.com/en-ie/article/show-word-count-3c9e6a11-a04d-43b4-977c-563a0e0d5da3>

How to check spelling and grammar in MS Word <https://support.office.com/en-us/article/Check-spelling-and-grammar-in-Office-5cdeced7-d81d-47de-9096-efd0ee909227>

How to use Blackboard discussion boards: <https://help.blackboard.com/Learn/Student/Interact/Discussions>



### **Discussion 3 Instructions and Rubric (Elements and Principles of Art)**

Use your own words. Do not plagiarize. These discussion posts must be created using your own critical thinking skills.

Please follow the directions as posted. Your original post/thread must be posted by midnight at Wednesday of the discussion due week.

Pay attention to grammar and usage in addition to addressing your response clearly from the outset, so that the reader knows what you are discussing. Address your classmate by name. I suggest you type your discussions in MS Word BEFORE posting to the discussion board. You can download a free version of MS Word in the Student Resources Technical Support tab here in Blackboard. Check your word count BEFORE creating a thread or replying to your classmates. Answer the introduction prompt thoroughly and have the minimum word count to earn full points for this discussion assignment.

Do not attach a pdf or Word document; you must create a thread within the discussion board. Click on the link in the discussion board in Blackboard to enter the discussion board and CREATE A THREAD.

The purpose of this discussion is to practice looking at and talking about artwork using the art terminology found in the textbook, especially chapters 4 and 5. It is an exercise in visual analysis utilizing the elements and principles of art. We are simply breaking down what we see in the artwork. This is NOT a discussion about the artist, culture, or meaning behind the artwork (aka context and interpretation).

For more examples of how to correctly use the art terminology from your textbook, please refer to the lessons "Utilizing the Terminology" for the elements and the principles of art. You will find these lessons in the due week's folders as pdf files. Chapters 4 and 5 cover the art terminology (art/design elements and principles), so refer to the Power Point slides and the videos for these two chapters to familiarize yourself with these terms.

You will create ONE main/original post (50 points) and TWO posts that reply to a peer's main post (25 points x 2 = 50 points). **The main/original post is due by Wednesday at midnight.**

1. Click on Discussion 3 in the discussion board. There will be 4 artworks in individual threads.
2. Select ONE artwork to discuss. Click the reply button directly below the artwork image.
3. Choose only one element of art **or** only one principle of art that you have observed in the artwork, and discuss how **ONLY** that one element or **ONLY** that one principle functions in the work of art. Your original post must be a minimum of 250 words.
4. **The elements of art are: line, color, shape, texture, form, value, space.**
5. **The principles of art are: unity, movement, balance, rhythm, contrast, emphasis, pattern.**
6. Use the handouts in the Start Course Here folder to understand these terms. Go back to chapters 4 and 5, look at the Power Point Presentations, and watch the videos, so that you understand these elements and principles **BEFORE** you attempt this discussion.
7. **In the subject line, be sure to add the title of the element or principle you have chosen to discuss.**
8. Under the SAME IMAGE, you will then **read** the main comments created by your peers. Be sure that you do NOT post a reply to someone else's reply.
9. Select a peer's comment that was about a **DIFFERENT** element or principle than the one you chose for that image. (**Same artwork – different element or principle**)
10. **IN YOUR PEER'S MAIN POST**, you will click the **reply** button and create a response to your classmate's thread. **ADDRESS YOUR CLASSMATE BY NAME**, so we can keep track of whom you are responding to in the thread. Add an additional observation about his or her chosen element. **DO NOT CREATE A REPLY TO THE ARTWORK ALONE.** You should reply to a peer's original post with a minimum of 150 words. Add to the discussion with at least two different topics (an element or a principle). **Do not use the same element or principle you already discussed.**
11. Repeat steps 5 through 7. To complete this assignment, you must have ONE main post by midnight on Wednesday of the due week and TWO reply posts by Sunday at midnight.

**Tips to Remember:** Color, line, and shape are the subjects most often discussed in this assignment – *try something else!* In your reply, it is okay to disagree with a peer's statement – just be sure to explain why you disagree using the correct terminology. If you agree, your reply must be more than: "wow, you are so right fellow classmate. I like what you did there!" Make sure your replies do not just re-state what a peer has posted – **ADD** to the conversation. Your two replies must be about **DIFFERENT** elements and principles – don't just repeat yourself.

Any sentence that is **NOT** discussing an art or design element will not be counted in the word count (e.g.: "I think the painting is pretty," or "I really like this artwork"). Also, remember that I am **NOT** asking you to post about the artist, the context, or what the artwork "means". I am asking for a **description** of ONE element or principle in your original thread.

### **RUBRIC FOR GRADING DISCUSSION #3 (100 points)**

#### **Original Posting (50 points)**

1. Identifies one element or one principle correctly in the subject line before Wednesday at midnight (10 points)
2. Correctly utilizes the art terminology (20 points)
3. Discusses at a critical level, not just recitation of facts from the readings (10 points)
4. Length of posting should be a minimum of 250 words. Words that do not address the topic do not count, like "Hello Susie...wow...I love your discussion post." (10 points)

#### **Reply to Two Classmates' Postings (50 points total) Address your classmate by name, please.**

1. Adds to the discussion with two different topics – element or principle (10 points x 2)
2. Discusses at a critical level, not just recitation of facts from the readings, or what another student has already posted. (10 points x 2)
3. Length should be minimum of 150 words each. Words that do not address the topic do not count, like "Hello Susie...wow...I love your discussion post." (5 points x 2)

### **Discussion 4 Instructions and Rubric (Interpretation based on Elements and Principles)**

Use your own words. Do not plagiarize. These discussion posts must be created using your own critical thinking skills.

Please follow the directions as posted. Your original post/thread must be posted by midnight at Wednesday of the discussion due week.

Pay attention to grammar and usage in addition to addressing your response clearly from the outset, so that the reader knows what you are discussing. Address your classmate by name. I suggest you type your discussions in MS Word BEFORE posting to the discussion board. You can download a free version of MS Word in the Student Resources Technical Support tab here in Blackboard. Check your word count BEFORE creating a thread or replying to your classmates. Answer the introduction prompt thoroughly and have the minimum word count to earn full points for this discussion assignment.

Do not attach a pdf or Word document; you must create a thread within the discussion board. Click on the link in the discussion board in Blackboard to enter the discussion board and CREATE A THREAD.

1. Click on Discussion 4. There will be 4 artworks in individual threads
2. Select ONE artwork to discuss. Click reply directly below the artwork image.
3. Offer an interpretation of the artwork. Think about some of these questions: what does it mean to me? What is going on? What feelings does the artwork evoke in me?
4. Visually analyze the artwork. Describe ONE or TWO elements or ONE or TWO principles that support your interpretation (Think of this as the “evidence” that proves your theory).
5. Be sure to change the subject to include the elements or principles used to explain your interpretation. Your original post must be a minimum of 250 words.
6. Under the SAME IMAGE, you will then read the main comments created by your peers. Be sure that you do NOT post a reply to someone else’s reply. You should reply to a post with a minimum of 150 words.
7. IN YOUR PEER’S MAIN POST, you will click the Reply button and create a response to your classmate's thread. DO NOT CREATE A REPLY TO THE ARTWORK ALONE.
8. Create a reply that supports or refutes (denies) their interpretation and observations.

9. Repeat steps 5 through 9. To complete this assignment, you must have ONE main post about your chosen artwork and TWO reply posts.

**Tips to Remember:** Often, we look at artworks and develop certain feelings and interpretations without knowing why we think or feel that way. Other times, we have no idea how we are supposed to think and feel when we look at an artwork; we just see what is there.

In each instance, it is important to stop and describe the elements and principles – this usually reveals what you need to know. Each interpretation is personal. There is no “right” answer. You are welcome to disagree with the visual analysis, the interpretation, or even the use of terminology, but please remember to be courteous to your peers.

This discussion is about YOUR opinion and how YOU arrived there.

Remember to ADD to the conversation. Do not just repeat or rephrase what your peers have said. Please do not use, “wow, you are so right, fellow classmate! I love your post! It is very informative.” These phrases will not count in your word count.

Pay attention to grammar and usage in addition to addressing your response clearly from the outset, so that the reader knows what you are discussing. Address your classmate by name. I suggest you type your discussions in MS Word BEFORE posting to the discussion board. Cut and paste your discussion into the thread.

**RUBRIC FOR GRADING DISCUSSION #4 (100 points)**

**Original Posting (50 points)**

1. Identifies 1-2 element(s) or 1-2 principle(s) correctly in the subject line before Wednesday at midnight of the due week (10 points)
2. Correctly utilizes the art terminology (20 points)
3. Discusses at a critical level, not just recitation of facts from the readings (10 points)
3. Length of posting should be a minimum of 250 words. Words that do not address the topic do not count, like "Hello Susie...wow...I love your discussion post." (10 points)

**Reply to Two Classmates' Postings (50 points total). Address your classmate by name, please.**

1. Adds to the discussion and supports or refutes (denies) classmates' interpretations and observations (10 points x 2)
2. Discusses at a critical level, not just recitation of facts from the readings, or what another student has already posted. (10 points x 2)
3. Length should be minimum of 150 words each. Words that do not address the topic do not count, like "Hello Susie...wow...I love your discussion post." (5 points x 2)

**Appendix B Rubric for Nonrepresentational Drawing (dry)**

Rubric

Non-representational Drawing Dry Media

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Chose one of the following color schemes: Analogous (3 colors) or Complementary colors (2 colors)	30		

Created a 3D effect with shading	15		
Neatness and effort	15		
Completed the work in class & colored the work entirely	15		
Followed verbal and written directions & samples in Blackboard	15		
Labeled drawing on back with first and last name, title of "Non-representational", what color scheme & colors used, and date	10		
	100		

**Appendix C Rubric for Nonrepresentational Drawing (wet)**

Rubric

Non-representational Drawing Wet Media

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Created a pattern of geometric and organic shapes.	30		
Used only two complementary colors.	15		
Used rule of thirds to place contrasting shape.	15		
Completed the work in class	15		
Followed verbal and written directions	15		
Labeled drawing on front right with first	10		

and last name, title of “Non-representational”, and date			
	100		

**Appendix D Rubric for Still Life**

Rubric  
Still Life Drawing

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Created a “proportionally correct & proper relationships” still life with three objects using faint guide marks as seen in video	30		
Drew outlines for all objects in still life with 2B charcoal pencil	15		
Drew contour lines for all objects in still life with 6B charcoal pencil, then blended contour lines with tortillon	15		
Completed the work in class	15		
Followed verbal and written directions from video and instructor	15		
Labeled drawing on front bottom on right with first and last name, and title of “Still Life”, and date	10		
	100		

## Appendix E Rubric for Watercolor Mandala

### Rubric

#### Watercolor Mandala

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Created a watercolor mandala with animal, or human forms, or lettering, or combination of the above per the directions.	30		
Drew a sketch of proposed mandala with colors identified on provided handout. Areas in mandala were divided into easily paintable areas.	15		
Painted clean (not muddied) watercolors on provided watercolor paper.	15		
Completed the work in class.	15		
Followed verbal and written directions from tutorial & video on Blackboard and instructor in the art lab.	15		
Labeled drawing on front bottom on right with first and last name, and title of "Watercolor Mandala", and date.	10		
	100		

## Appendix F Rubric for Adobe Photoshop Project

### Rubric Photoshop Phun

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Created an 8.5x11 300 dpi workspace in Photoshop	10		
Applied a cool color background with gradient from the bottom up	10		
Signed on a separate layer at the bottom right with the pencil tool at 11-12 pixels in black	10		
Completed the work in class.	10		
Followed verbal and written directions from tutorial & video on Blackboard and instructor in the art lab.	10		
Saved as psd format with last namePS and posted to Blackboard	10		
Submitted to Blackboard before due date	10		
Body and head are proportioned	10		
Saved as jpg format with last namePS and mailed to self	10		
Submitted in class on time	10		
<b>TOTALS</b>	<b>100</b>		



### Appendix G Rubric for Clay Project

Rubric  
Pinchpot

SKILL	POINTS POSSIBLE	POINTS EARNED	COMMENTS
Utilized the pinch technique to create a pinchpot in class	10		
Used a variety of lines and shapes to create a pattern	10		
Walls of pinchpot are of uniform thickness of ¼ inch	10		
Pinchpot is symmetrical	10		
Pinchpot is signed and dated on bottom	10		
Pinchpot is clean and smooth	10		
Design of pinchpot is unique and creative	10		
Followed verbal and online instructions	10		
Cleaned clay lab area and tools	10		
Described design elements and principles used	10		
TOTALS	100		